MT. SAC
Mt. San Antonio College

Summer Pathways Institute

August 22 & 23, 2016

Welcome!

Day 1

- **Dr. William T. Scroggins, President**
  Introduction

AACC Pathways

MT. SAC
Mt. San Antonio College

Summer Pathways Institute

August 22 & 23, 2016

Day 1

- **Contextualized Teaching & Learning**
  - *Luis Chavez, Director CLP*
  - *Michelle Simotas, Professor, English*
  - *Peter Simon, Retired CTE Dean*

AACC Pathways

CLP | Career Ladders Project

Contextualized Teaching & Learning

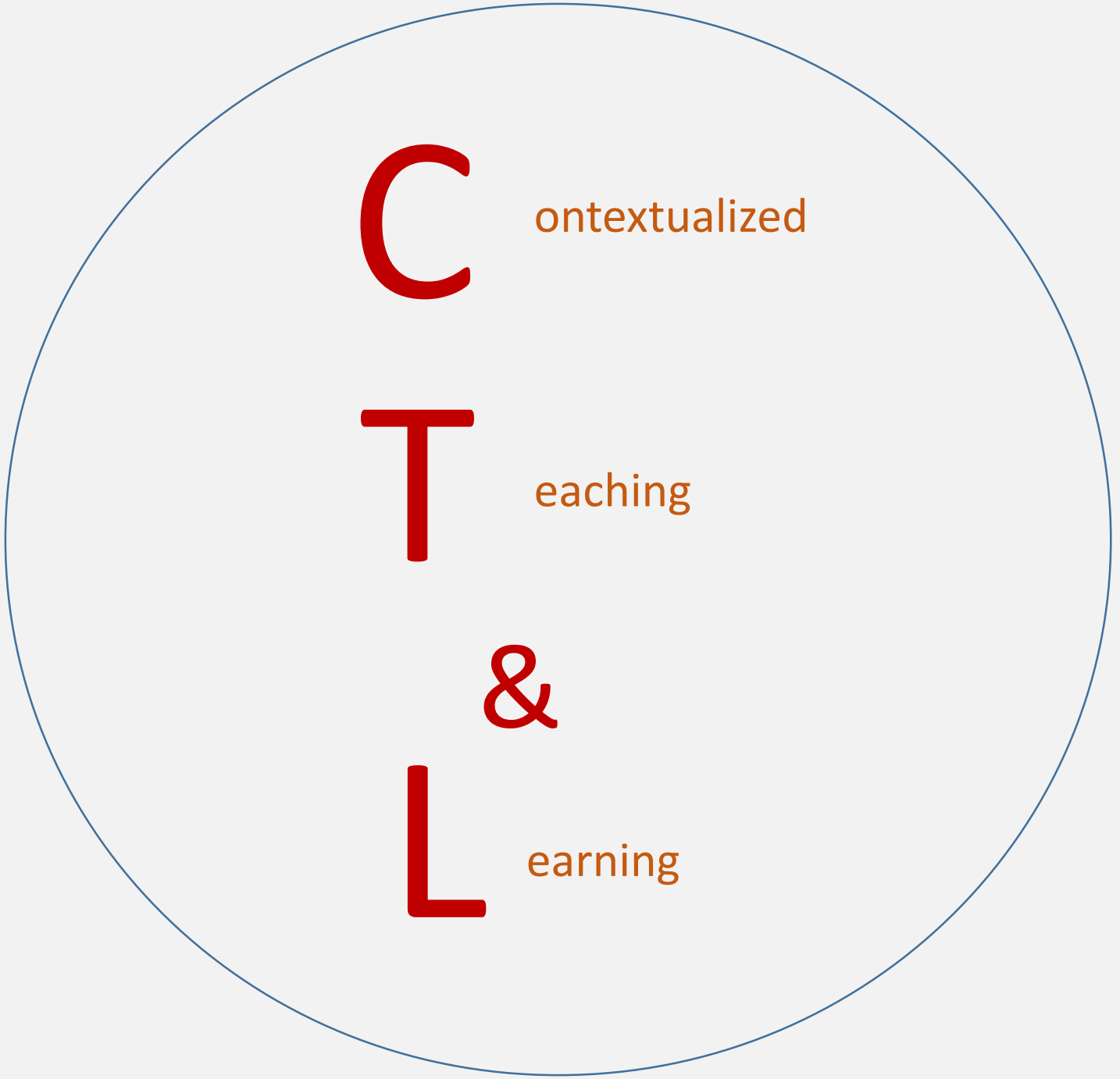
Mt. San Antonio College
August 22 2016

Peter Simon
Senior Consultant
Career Ladders Project

Michelle L. Simotas
English Instructor
City College of San Francisco
Faculty Consultant
Career Ladders Project

The Career Ladders Project

fosters educational and career advancement through research, policy initiatives, and direct assistance to community colleges.


C ontextualized
T eaching
&
L earning

What is Contextualized Teaching and Learning?

"A diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student."

(Mazzezo, Rab, and Alssid, 2003)

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“That is the greatest idea ever – the fact that all our courses are integrated.” – CTL Student

Why Contextualized Teaching and Learning?

Most people learn better and faster, and retain information longer, when they are taught concepts in context because it:

- Makes learning relevant
- Deepens understanding of concepts
- Engages students in content areas early, leading to better retention and persistence
- Increases learner confidence & enthusiasm
- Enhances interest in long-term goals & education

Different Ways to Accomplish CTL

- Foundational or general education courses with embedded subject matter material
- Career technical or academic courses with embedded foundational skills instruction
- Linked courses or learning communities (often organized around theme)
- Team teaching of courses

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A CTL FRAMEWORK

Figure 1. Framework of Contextualized Teaching and Learning

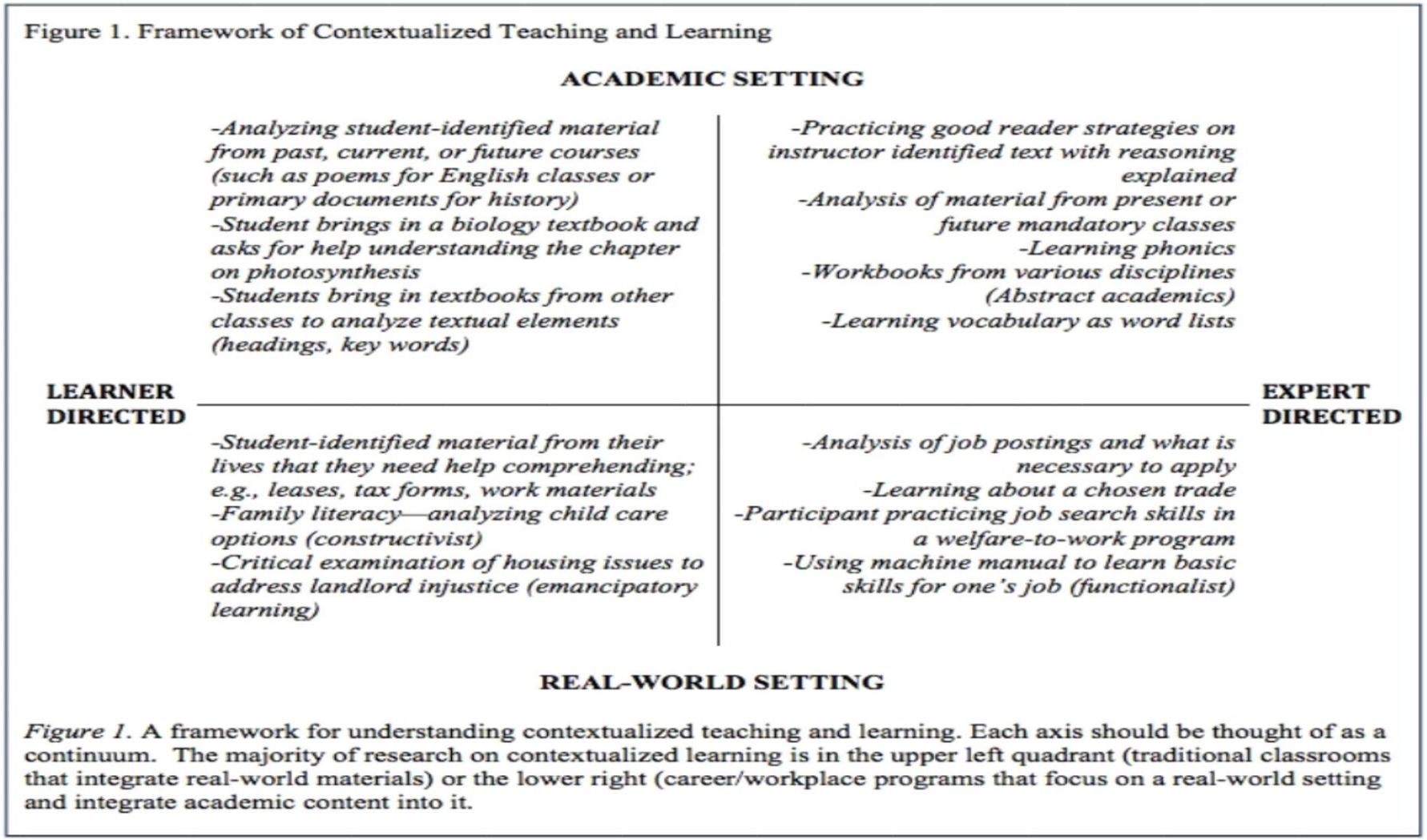


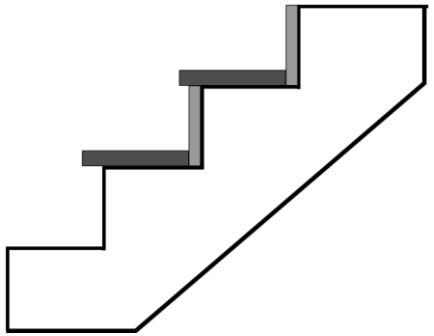
Figure 1. A framework for understanding contextualized teaching and learning. Each axis should be thought of as a continuum. The majority of research on contextualized learning is in the upper left quadrant (traditional classrooms that integrate real-world materials) or the lower right (career/workplace programs that focus on a real-world setting and integrate academic content into it.

Ambrose, V. K., Davis, C. A., & Ziegler, M. F. (2013). From research to practice: A framework for contextualizing teaching and learning. Journal of College Reading & Learning, 44(1), 35-50.

Examples of CTL

Calculating the Number of Stairs

Name:_____



Information

Measurement between floors:	$103\frac{1}{4}$"
Run Measurement on stringer:	$10\frac{1}{4}$"
Tread thickness:	$\frac{3}{4}$"
Risers thickness:	$\frac{1}{2}$"
Tread overhang:	$\frac{1}{2}$"
Rise Max:	$7\frac{5}{8}$"

GOAL: How many risers are there if you have a $7\frac{5}{8}$" max?

PLAN: Pick different size risers to see how much each divides into $103\frac{1}{4}$".

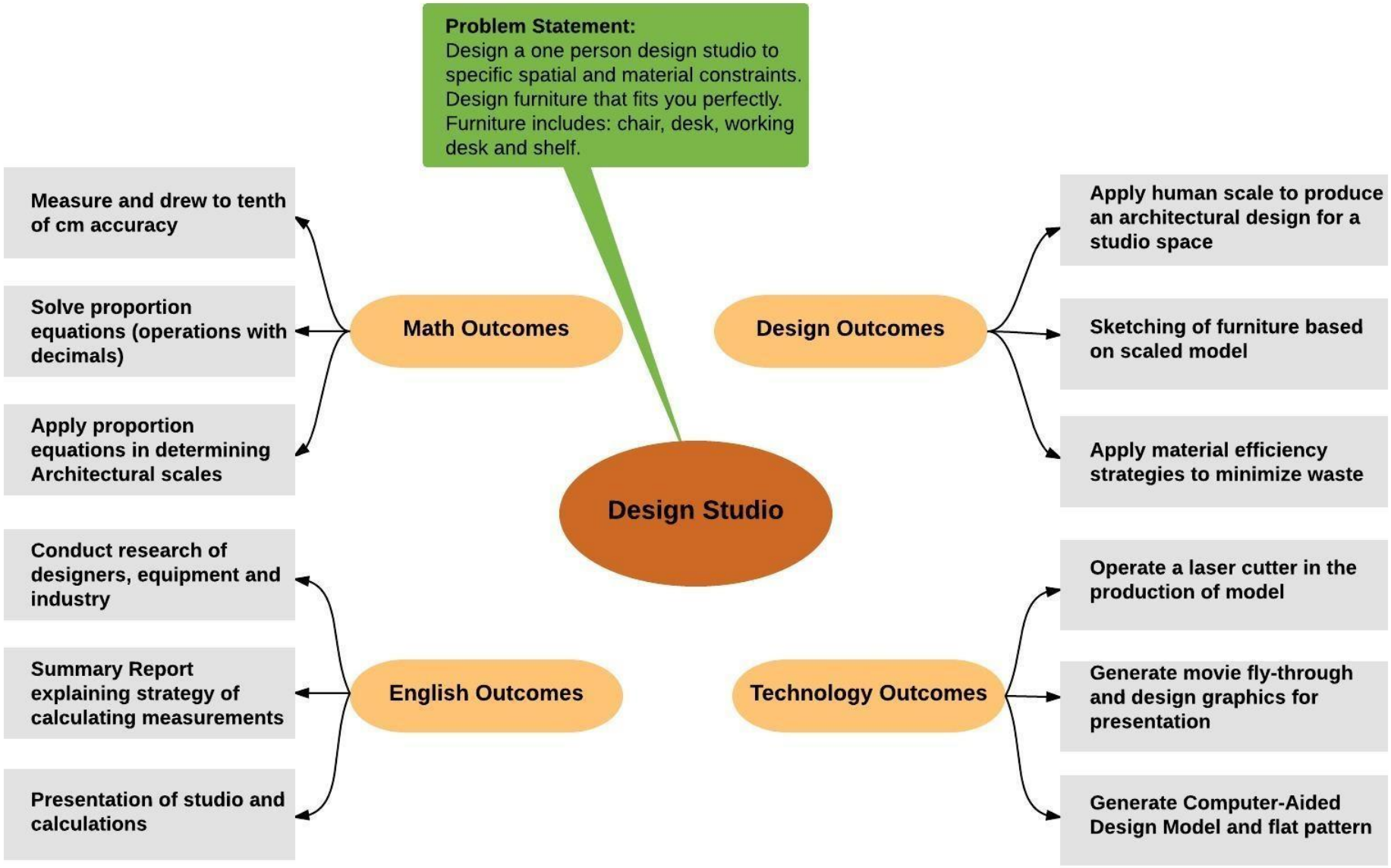
RISER SIZE		Riser divides into $103\frac{1}{4}$" how many times?
FRACTION INCH	DECIMAL INCH	
$7\frac{5}{8}$"		
$7\frac{4}{8}$"		
$7\frac{3}{8}$"		
$7\frac{2}{8}$"		
$7\frac{1}{8}$"		
7"		
$6\frac{7}{8}$"		

Which size risers divide closest into $103\frac{1}{4}$" as a whole number?

How many risers are there?

What will your tread width be?

Pasadena City College Design Technology Pathway


Problem Statement:
Design a one person design studio to specific spatial and material constraints. Design furniture that fits you perfectly. Furniture includes: chair, desk, working desk and shelf.
Design Studio
Math Outcomes
Measure and drew to tenth of cm accuracy
Solve proportion equations (operations with decimals)
Apply proportion equations in determining Architectural scales
Design Outcomes
Apply human scale to produce an architectural design for a studio space
Sketching of furniture based on scaled model
Apply material efficiency strategies to minimize waste
English Outcomes
Conduct research of designers, equipment and industry
Summary Report explaining strategy of calculating measurements
Presentation of studio and calculations
Technology Outcomes
Operate a laser cutter in the production of model
Generate movie fly-through and design graphics for presentation
Generate Computer-Aided Design Model and flat pattern

Integrative Learning – Linked Courses

(from University of Wisconsin – Eau Claire)

"What It Means to Be Human"

Combined Semester Project for Psychology 230 (Human Development) and English 150 (Introduction to Literature)

Purposes: *<from syllabus>*

- Develop and demonstrate your understanding of connections between disciplines of English and Psychology
- Demonstrate your insights gathered from the bundle theme: What It Means to Be Human
- Offer you an opportunity to explore more deeply a course topic that has interested you
- Develop your skills in critical and creative thinking, reading, writing, and reflection
- Identify for you some new insight you have gained from this experience

Assignment: Student writes paper or develops creative project that is reviewed and graded by both instructors – one grade awarded for both classes

Rubric Used for Grading Integrated Assignment

Learning Outcome	**Below Benchmark (0 Points)**	**Benchmark 1 (1 Point)**	**Benchmark 2 (2 Points)**	**Benchmark 3 (3 Points)**	**Capstone (4 Points)**
LO #1 - Connections to Experience *Student connects relevant experiences and academic knowledge.*	Makes no connections to relevant experiences or academic knowledge.	Identifies connections between life experiences and content presented in the academic setting (course, texts, etc.) that are perceived as **similar and related** to own interests.	Compares life experiences and academic knowledge, to infer differences as well as similarities, and **acknowledge perspectives** other than own.	**Selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), that **connect two or more** fields of study.	**Synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **understand** fields of study and to broaden own points of view.
LO #2 - Connections to Discipline *Student makes connections across disciplines and perspectives.*	Makes no connections across disciplines or perspectives, or confines analysis to one discipline.	**Identifies** varied approaches to issues, problems, or questions; Begins to see relationships between more than one field of study or perspective; **Presents** examples, facts, or theories from one other field of study or perspective, but without intentionally or purposefully tying together or showing connections.	**Demonstrates** an ability to draw on more than one discipline to address or gain insight on a particular problem, issue, or question; Intentionally utilizes multiple perspectives in forming responses; Attempts to connect examples, facts, or theories from more than one field of study or perspective.	**Demonstrates** an ability to effectively connect examples, facts, or theories from multiple fields of study or perspectives to address a particular issue, problem, or question; Develops a position which utilizes multiple perspectives and disciplines; Creatively incorporates evidence from multiple disciplines/fields.	**Demonstrates** holistic, interdisciplinary understanding of a particular issue, problem, or question. Creatively draws and supports conclusions by intentionally combining examples, facts or theories from multiple fields of study or perspective. Interprets and explains the conclusions using sources/examples from multiple relevant fields of study and/or disciplines.


Joint Project Learning Outcomes
Connections to Experience
Connections to Discipline
Reflection and Self-Assessment
Transfer to New Academic or Experiential Context
Integrated Communication

A Key Element is Faculty Collaboration

- Form Team that becomes a “Faculty Learning Community”
- Meet Regularly/On-going communication
- Adequate Time/Resources for front-end development
- Synchronize Syllabi – progression of skills
- Joint Projects/Address themes or questions
- Spend time in each other’s classes

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What the research tell us about how CTL helps students

Outcome Data

Students in contextualized developmental math courses compared to standard math courses:

- 327% more likely to pass contextual course
- 387% more likely to pass degree applicable coursework in the same semester
- 400% as likely to pass transfer-level course in the same semester
- 167% more likely to pass degree applicable coursework in the subsequent semester

W. C. Wiseley. *Effectiveness of Contextual Approaches to Developmental Math in CCCs* . Univ. of Pacific, May 2009

Engagement

Early engagement helps students find relevance in all of their classes:

"Research shows that contextualization has the potential to promote short-term academic achievement and longer-term college advancement of low-skilled students." (Perin, 2011)

"More students stay engaged because they find the learning valuable, applicable, staying more motivated and accelerating learning and progress." (Ambrose et al. 2013)

Engagement

Engaging under-prepared students in foundational skills by:

"…. teaching academic applications in a career context is an effective way to engage hard-to-reach students and motivates them in the areas of math, written and oral communication, critical thinking skills, and problem solving."

Carrigan, V.L. 2008. "Contextualizing Basic Skills and Career Technical Education (CTE) Curricula," referencing The Research and Planning Group for California Community Colleges. 2007. *Basic Skills as a Foundation for Student Success in California Community Colleges* (2nd ed.). Sacramento, CA: Author. Paris, K. & L. Huske. 1998. Critical Issue: Developing an Applied and Integrated Curriculum.
From: Bernhard, G. et. al. (2013). *Contextualizing Adult Education Instruction to Career Pathways*. Jobs for the Future, Literacywork International and Career Ladders Project.

Persistence

Students are engaged in content areas early leading to better retention and persistence, as:

“Students given integrated contextualized instruction were more likely to persist in college level training, earn credits toward a certificate or degree, and show gains in overall basic skills.”

Wachen, J., D. Jenkins, & M. Van Noy. 2011. “Integrating Basic Skills and Career-Technical Instruction: Findings From a Field Study of Washington State’s I-BEST Model.” *Community College Review*. Vol. 39, No. 2, 136-159.

Motivation

Strawn & Martinson (2000) found that contextualized instruction enhances student motivation and can reduce attrition rates in job training programs.

Martinson, K. 2000. *The National Evaluation of Welfare-to Work Strategies*. New York, NY: MDC, Inc.

One Faculty Journey with Contextualized Teaching & Learning

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College in the 90's:

- College fees increased outpacing both inflation and growth in the median family income.
- Federal, State, and institutional financial aid increased
- At the federal level, the 1992 Reauthorization of the Higher Education Act expanded students' eligibility for need-based aid, raised student loan limits, and introduced unsubsidized loans for students regardless of their need. *

Where my journey started:

- Biochemistry major for 2 years
- Changed my major to English in the middle of my third year
- The result: $60,000 in student loan debt before graduation, 6 years to a BA, and 197 units earned a graduation (roughly 60 lost units)

What's Changed:

- Cost of college
- Financial Aid:
  - ✓Full Pell Grant of $6,000/year for a freshman require FAFSA, eligibility, and enrollment
  - ✓For sophomores and upper classmen & women, Pell Grant requires FAFSA, eligibility, enrollment, successful academic progress, and a set pacing toward a degree, 12 units per term.*
  - ✓Basic skills students only receive aid for 30 units of basic skills classes
- College demographics
- Number of working college students has increased. Students feel more urgency to choose a career.

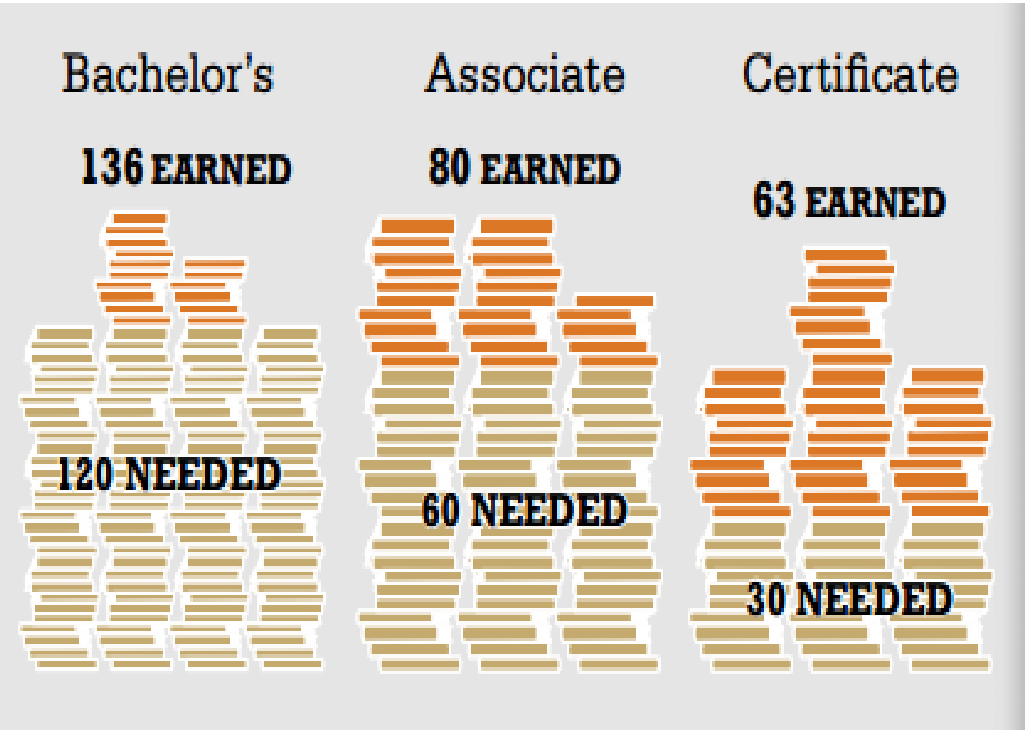
How this would have changed my journey:

- Financial aid would have been cut off
- Instead of 6 years, my BA would have taken at least an additional 4 years, attending school and working FT.

Mt SAC Students

72% of Mt SAC students receive financial aid*

Excess Credits Nationally:



Guided Pathway to Success: Boosting College Completion
Complete College America
http://completecollege.org/docs/GPS_Summary_FINAL.pdf

My Introduction CTL:

As a part-timer I was asked this question on Day 1 on a new campus:

“Can you contextualize this 6-unit Basic Skills Reading and Writing course to *both* Construction and Biotechnology?”

My response as an adjunct desperate for work: **“I can try!”**

What worked and what didn’t:

- What worked:
  - My reimagining student need
  - Building curriculum with context transferable skills in mind
- What didn’t work:
  - My contextualization of curriculum (surprise!)
  - My process (or lack of process) for collaboration

Year 2 with CTL

- **Partnered** with Machine Technology faculty
- **Developed** reading and writing assignments around the major project in Machine Technology
- **Participated** in the class when my schedule allowed
- **Co-Graded** assignments for writing while the Machine Technology instructor graded for accuracy

Year 4 to Present – CTL in general education

- Developed an Academic Senate Advisory Committee on Pathways
- Held workshops for CTE faculty on how to help their students read the textbooks
- Developed the Environmental Sustainability learning community with the Earth Sciences department chair and two faculty in the department
- Ran the Environmental Sustainability program for 2 years
- Currently, the faculty pathways coordinator helping faculty with developing pathways, creating contextualized college skills and basic skills curriculum.
- Facilitate annual pathways summits to discuss best practices and new barriers.

My process of contextualizing course materials:

- Shared curriculum for initial review
- Brainstormed ways to create more integrated curriculum
- Met to discuss ideas what we were willing and able to change or modify and what we weren't
- Identified places in the semester to build in common assignments—i.e. Research Essay and Final Research Project in Environmental Geology
- Drafted and revised
- Major common research project: One grading criteria for writing/one for science

SAMPLE OF CONTEXTUALIZED COLLABORATIVE PROJECTS

Sample Lesson Plan for Environmental Sustainability Pathway

Title: Debate/Role Play on Culpability in the Event of a Natural Disaster
Time: Three 60-minute class periods
Course Level: One level below transfer, transfer-level, sophomore-level.
Instructor Role: Geology instructor with students judge/English instructor facilitates

Rationale:
Using a debate or role-play activity to help teach students about rhetorical context, audience, purpose, rhetorical strategies, and inquiry-based research, gives them the opportunity to practice many of the tasks and thinking skills we ask them to utilize in their writing. The collaborative experience of researching and arguing, also helps bring questions to the surface while students are working in class, enabling the instructor to guide students through their process, something we can't do while they are working at home. This experience allows students to think more critically about the issues and the science around natural disasters.

SAMPLE OF COMMON ASSIGNMENT – ENGLISH 1A AND GEOLOGY 30

Essay #2: Can We Mitigate the Damage Done to Our Environment?

We have read several articles that describe the ways we are retrieving the resources necessary to maintain our lives and lifestyles, and the impact these means of retrieval are having on our natural environment. The impact is not only destroying our ozone through CO2 emissions, but disturbing and destroying ecosystems, killing wildlife and plant species.

Your task:
Research one of the major environmental threats caused by resource consumption—food production, deforestation, deep water drilling, hydraulic fracking, energy consumption, water consumption, water pollution—and the solutions being proposed to monitor the resource's use or misuse. Write an essay outlining the problem and evaluating the proposed solutions.

Assignment requirements:
- **Eight** reliable journalistic or scholarly sources
- 8-10 pages
- An annotated bibliography

The results:

- All students in the original cohort moved on to take my advanced composition and have transferred.
- One student emailed after learning of his admission to UC Berkeley:

  "A few years ago I was lucky enough to choose your classes to help level up my skills for the college route. The writing ability you helped harness allowed me to excel in most of my classes, and have even attained some honors credits and possibly a few more at the end of this semester. I just wanted to let you know that I applied to 2 colleges and have been accepted to both SF State and UC Berkeley and this path was made possible due to the intense fun your classes provided as well as learning about the power of the written word."

  -Marcial Cardenas, CCSF Student (2016)

The struggles:

- Bandwidth of faculty and administrative leadership at the institution was largely consumed by accreditation, SSSP, Equity, and enrollment management.
- The Environmental Sustainability pathway was largely dependent on my relationship with a few other faculty members.

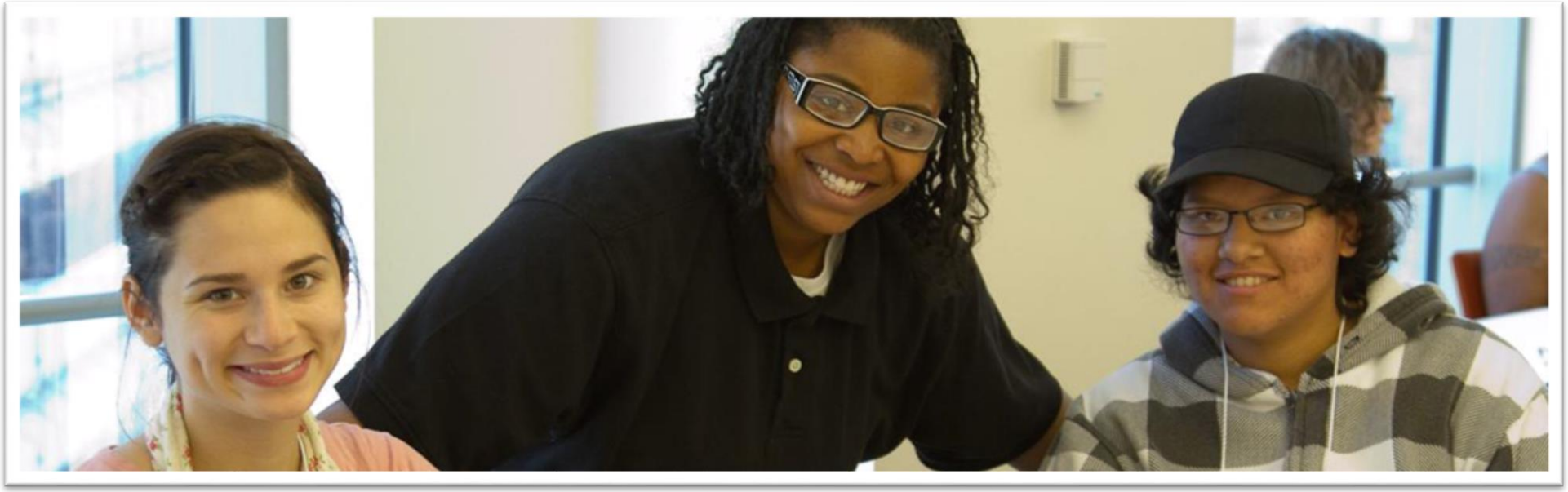
The breakthroughs:

- Movement from Environmental Sustainability to a larger Guided Social Justice Pathway with an Environmental Justice semester.

Where are we now?

- RP Group UX Research
- First Year Onramp
- Guided Pathways in Health, Business, and ICT

Q&A



Brief discussion and next steps

Thank you!

Collective Inquiry

- Where are you seeing CTL already at Mt.SAC? Or, work resembling CTL?
- Where do you see these ideas being most applicable at Mt. Sac?
- Thank you for your time and consideration. Please do not hesitate to contact me with questions or concerns.

It has been our honor to be with you…

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Our team

Peter Simon, former English Instructor and journeyman CTE Dean (Ret) College of Alameda. Senior Consultant, Career Ladders Project

Michelle Simotas, former Faculty Coordinator for 8 pathway programs,
English Instructor, City College of San Francisco, Faculty Consultant Career Ladders Project

Maeve Katherine Bergman, 4th Grade Teacher and Dean (Ret.), as well as Pathway Mapping Addict

Luis Chavez, Senior Director, former Mt. SAC Alumni ‘86, and Counselor College Counselor

FOR MORE INFORMATION:

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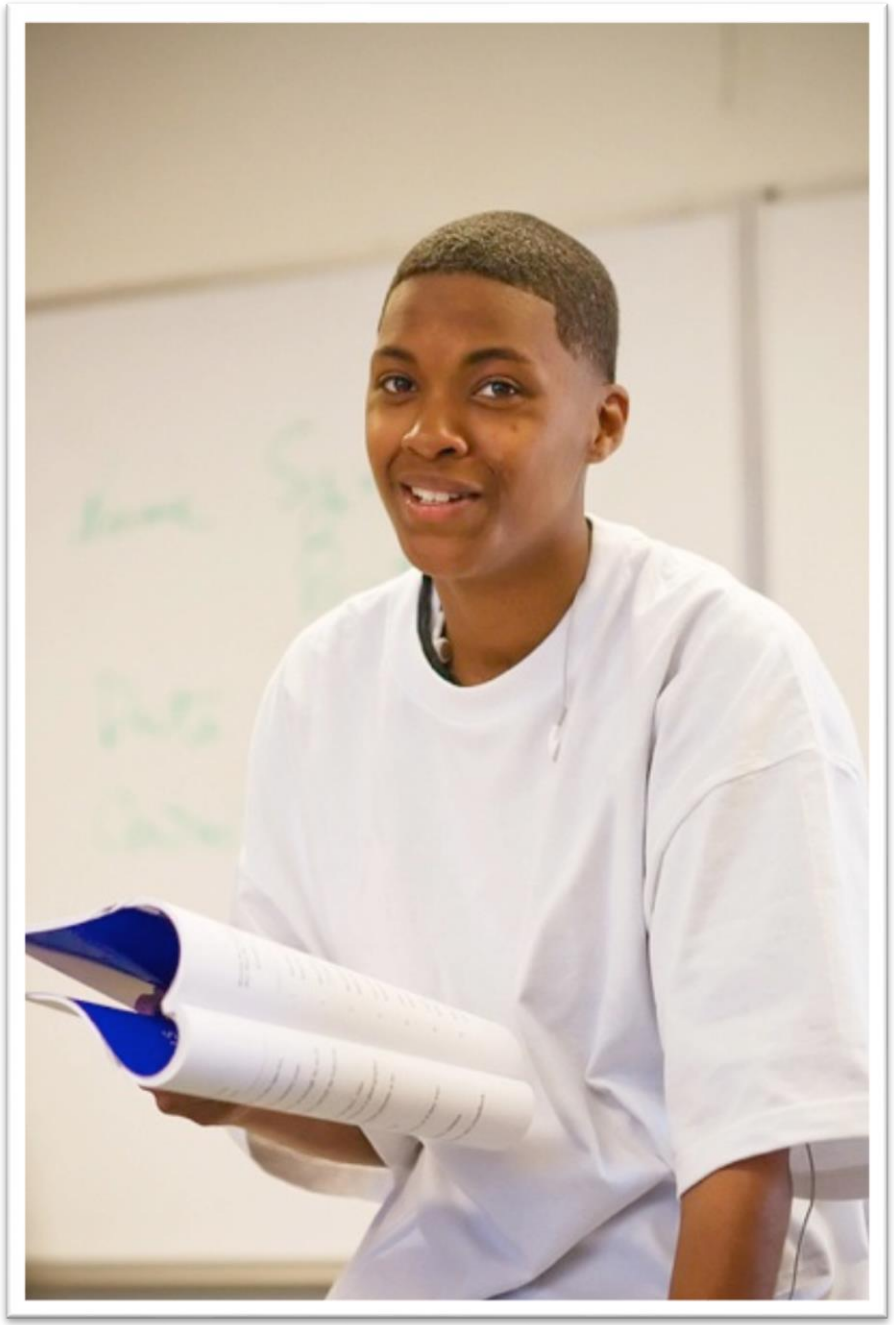
www.CareerLaddersProject.org



CAREER LADDERS PROJECT

FOSTERING EDUCATIONAL AND CAREER ADVANCEMENT FOR CALIFORNIANS

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The Career Ladders Project works in partnership with California Community Colleges state-wide to provide educational and career advancement opportunities for Californians. We foster these opportunities through research, policy initiatives and strategic assistance to colleges and their workforce development partners.

OUR STORIES

Skyline High School's Computer Academy visits Berkeley City College *May, 2015*

Berkeley City College Introduces High School Students to Careers in Game Design *May, 2015*

The Bay Area's best Surgical Technologist program – Skyline College *March, 2015*

East Bay Career Pathways Convening at Kaiser Permanente Garfield Innovation Center *March, 2015*

→ READ MORE

NEWS

New Dual Enrollment Toolkit | May, 2016

Webinar Series: Quantitative Leap How Math Policies Can Support Transitions To and Through College | May, 2016

Career Ladders Project is

→ READ MORE

VIDEOS

Videos can capture student voice and perspective, and serve as professional development tools. CLP utilizes video to document and disseminate information about innovative programs and effective practices.

→ MORE VIDEOS

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Summer Pathways Institute

August 22 & 23, 2016

Day 1

- **Career Clusters**
  - *Dr. Irene Malmgren, VPI*
  - *Patricia Maestro, Counseling & Advising*

AACC Pathways

Career Clusters

What are Career Clusters?

A useful guide to help students identify which MT. SAC programs lead to educational experiences and career paths they are interested in.

How did we identify our Career Clusters?

We engaged:

- Instructional Faculty
- Counselors
- Managers
- Staff

and most importantly

- Our Students

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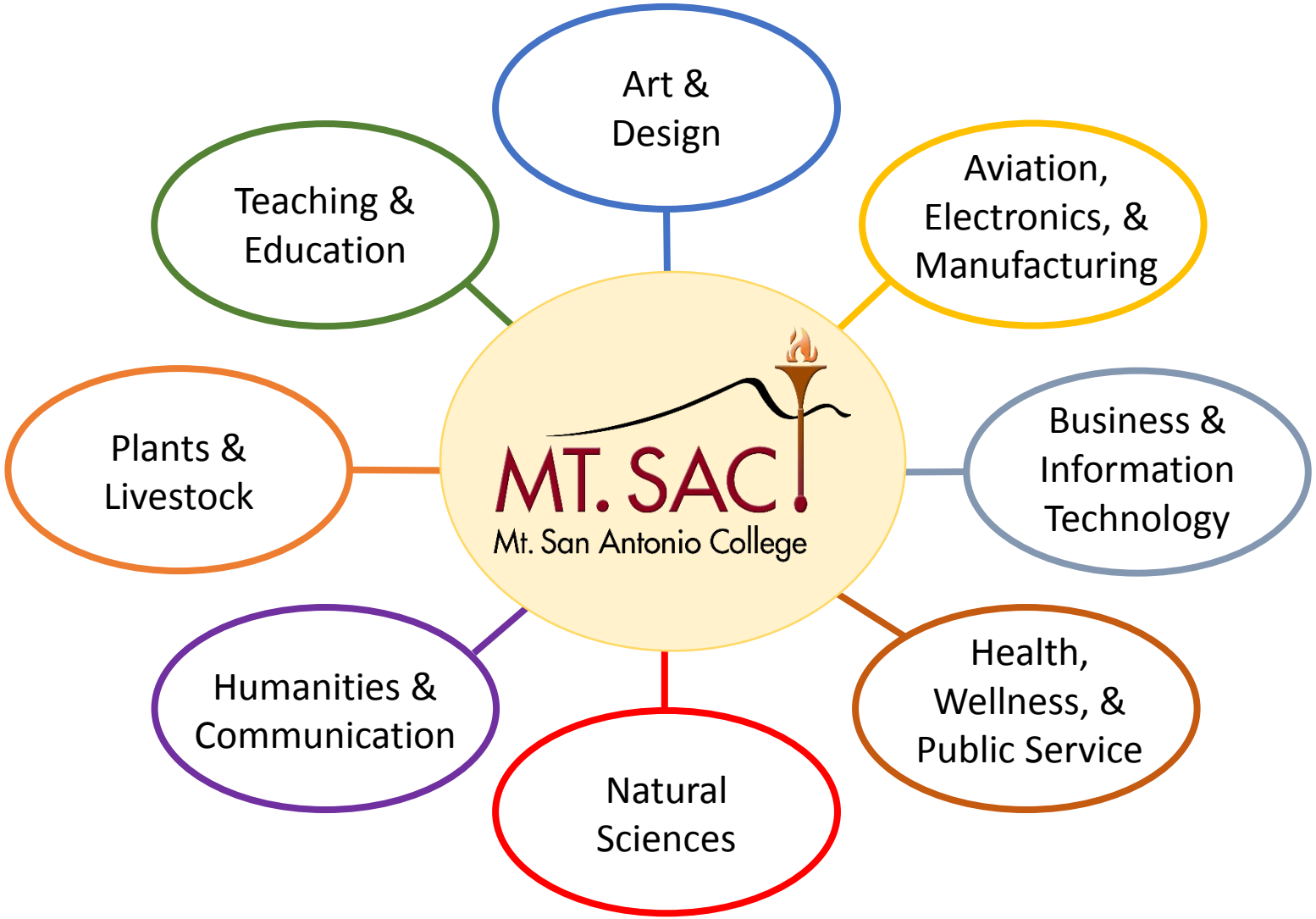
Career Clusters



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August 22 & 23, 2016

Day 1

- **Post-Lunch Activities Instructions**
  - *Group 1 – Basic Skills*
  - *Group 2 – Program Mapping*

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August 22 & 23, 2016

Day 1

- **Enjoy Your Lunch!**

- ***At 12:30:***
  - *Group 1 meets in Founders Hall*
  - *Group 2 meets in 9C Stage*

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Mapping Guided Pathways

AACC Pathways

College Ready / 15 Units

Accounting, AS

- BUSA 7 5 units
- BUSA 8 5u
- BUSM 20- 3u
- BUSA 21 4.5u
- BUSA 52 3u
- BUSA 75 5u
- BUSA 76 1u

YEAR 1

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

YEAR 2

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

YEAR 3

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

YEAR 4

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

24 Units GE

- Engl 1A 4 units
- Spch1A 4 u
- Area B 3u
- Area C 3u
- Area C 3u
- Area D 3u
- Area D 3 u
- Area E 3 u

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LERN 49 & ENGL 67 /15 Units

Accounting, AS

Basic Skills

- Lern 48 3u
- Lern 49 3u
- Math 50 3u
- Math 51 3u
- Engl 67 4u
- Engl 68 4u
- AMLA 41 4u
- AMLA 43 4u

YEAR 1

Fall Semester

BUSA 7 5 units	BUSM 20- 3u	Engl 1A 4 units	Area D 3u

Winter Intersession

Spring Semester

BUSA 8 5u	BUSA 75 5u	Spch1A 4 u

Summer Intersession

YEAR 2

Fall Semester

BUSA 21 4.5u	BUSA 52 3u	Area B 3u	Area C 3u

Winter Intersession

Spring Semester

BUSA 76 1u	Area D 3 u	Area E 3 u	Area C 3u

Summer Intersession

YEAR 3

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

YEAR 4

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

Prerequisites

BUSA 7 - elgbl.Math51; advisory Eng1A

BUSA 8 - BUSA 7

BUSM 20 - elgbl. Eng 68

BUSM 21 – BUSA 8

BUSM 52 – BUSA 8

BUSM 75 – BUSA 7

MT. SAC
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LERN 49 & ENGL 67 /15 Units

Accounting, AS

Basic Skills

Lern 48 3u

Math 51 3u

AMLA 41 4u

AMLA 43 4u

YEAR 1

Fall Semester

Lern 49 3u | Engl 67 4u

Winter Intersession

Math 50 3u

Spring Semester

BUSA 7 5 units | Engl 68 4u | BUSM 20- 3u

Summer Intersession

YEAR 2

Engl 1A 4 units | Spch1A 4 u

Fall Semester

BUSA 21 4.5u | BUSA 52 3u | Area B 3u | Area C 3u

Winter Intersession

BUSA 8 5u | BUSA 75 5u

Spring Semester

BUSA 76 1u | Area D 3 u | Area E 3 u | Area C 3u

Summer Intersession

YEAR 3

Fall Semester

Area D 3u

Winter Intersession

Spring Semester

Summer Intersession

YEAR 4

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

Prerequisites

BUSA 7 - elgbl.Math51; advisory Eng1A

BUSA 8 - BUSA 7

BUSM 20 - elgbl. Eng 68

BUSM 21 – BUSA 8

BUSM 52 – BUSA 8

BUSM 75 – BUSA 7

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LERN 49 & ENGL 67 /15 Units

Accounting, AS

Basic Skills

Lern 48 3u

Math 51 3u

AMLA 41 4u

AMLA 43 4u

YEAR 1

Fall Semester

Lern 49 3u | Engl 67 4u

Winter Intersession

Math 50 3u

Spring Semester

BUSA 7 5 units | Engl 68 4u | BUSM 20- 3u

Summer Intersession

YEAR 2

Fall Semester

BUSA 8 5u | Engl 1A 4 units | Area C 3u

Winter Intersession

BUSA 21 4.5u

Spring Semester

BUSA 75 5u | BUSA 52 3u | Area E 3 u | Spch1A 4 u

Summer Intersession

YEAR 3

Fall Semester

Area D 3u | Area D 3 u

Winter Intersession

Area C 3u

Spring Semester

BUSA 76 1u | Area B 3u

Summer Intersession

YEAR 4

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

Prerequisites

BUSA 7 - elgbl.Math51; advisory Eng1A

BUSA 8 - BUSA 7

BUSM 20 - elgbl. Eng 68

BUSM 21 – BUSA 8

BUSM 52 – BUSA 8

BUSM 75 – BUSA 7

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Summer Pathways Institute

August 22 & 23, 2016

Day 1

- **2:45 p.m. Reconvene in 9C**
  - *Review of Day Activities*
  - *Preview of Day 2 Scenarios*
  - *Cookies!*

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Welcome Back!

Day 2

- Dr. William T. Scroggins, President

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Day 2

- **Why Contextualized Learning and Career Clusters?**
  - *Dr. Irene Malmgren*
  - *Don Sciore*

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85%

Place into basic skills English

77%

Place into basic skills math

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Math

	First Math Course Taken*								
	LERN 48		LERN 49		MATH 50		MATH 51		MATH 71
	Milestone	Throughput	Milestone	Throughput	Milestone	Throughput	Milestone	Throughput	Milestone
LERN 48 *Ultimate Success*	72%	72%							
Progression	63%	45%							
LERN 49 *Ultimate Success*	68%	31%	71%	71%					
Progression	52%	16%	55%	39%					
MATH 50 *Ultimate Success*	61%	10%	71%	28%	79%	79%			
Progression	53%	5%	62%	17%	65%	51%			
MATH 51 *Ultimate Success*	64%	3%	63%	11%	70%	36%	70%	70%	
Progression	56%	1.9%	59%	6.4%	65%	23%	60%	42%	
MATH 71 *Ultimate Success*	68%	1.3%	71%	4.5%	73%	17%	75%	32%	67%

*academic years 2008-2009 through 2012-2013

RIE, John Barkman, 5/18/2016

Math

	First Math Course Taken*								
	LERN 48		LERN 49		MATH 50		MATH 51		MATH 71
	Milestone	Throughput	Milestone	Throughput	Milestone	Throughput	Milestone	Throughput	Milestone
LERN 48 *Ultimate Success*	75%	75%							
Progression	75%	56%							
LERN 49 *Ultimate Success*	75%	42%	71%	71%					
Progression	75%	32%	55%	39%					
MATH 50 *Ultimate Success*	75%	24%	71%	28%	79%	79%			
Progression	75%	18%	62%	17%	65%	51%			
MATH 51 *Ultimate Success*	75%	13%	63%	11%	70%	36%	70%	70%	
Progression	75%	10%	59%	6.4%	65%	23%	60%	42%	
MATH 71 *Ultimate Success*	75%	7.5%	71%	4.5%	73%	17%	75%	32%	67%

*academic years 2008-2009 through 2012-2013

RIE, John Barkman, 5/18/2016

English

	First English Course Taken*						
	LERN 81		ENGL 67		ENGL 68		ENGL 1A
	Milestone	Throughput	Milestone	Throughput	Milestone	Throughput	Milestone
LERN 81 *Ultimate Success*	73%	73%					
Progression	59%	43%					
ENGL 67 *Ultimate Success*	72%	31%	79%	79%			
Progression	59%	18%	67%	53%			
ENGL 68 *Ultimate Success*	77%	14%	82%	43%	84%	84%	
Progression	67%	9%	70%	31%	70%	59%	
ENGL 1A *Ultimate Success*	77%	7%	82%	25%	83%	49%	70%

*academic years 2008-2009 through 2012-2013

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August 22 & 23, 2016

Day 2

- **Mapping Continues with Basic Skills Scenarios** *(9C Everyone)*
- Blending Dev Ed with Program Design
  - *Luis Chavez, Director CLP*
  - *Michelle Simotas, Professor, English*
  - *Peter Simon, Retire CTE Dean*
  - *Katherine Bergman, Director, CLP*

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August 22 & 23, 2016

Mapping Guided Pathways 2

AACC Pathways

College Ready / 15 Units

Accounting, AS

- BUSA 7 5 units
- BUSA 8 5u
- BUSM 20- 3u
- BUSA 21 4.5u
- BUSA 52 3u
- BUSA 75 5u
- BUSA 76 1u

YEAR 1

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

YEAR 2

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

YEAR 3

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

YEAR 4

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

24 Units GE

- Engl 1A 4 units
- Spch1A 4 u
- Area B 3u
- Area C 3u
- Area C 3u
- Area D 3u
- Area D 3 u
- Area E 3 u

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LERN 49 & ENGL 67 /15 Units

Accounting, AS

Basic Skills

- Lern 48 3u
- Lern 49 3u
- Math 50 3u
- Math 51 3u
- Engl 67 4u
- Engl 68 4u
- AMLA 41 4u
- AMLA 43 4u

YEAR 1

Fall Semester

BUSA 7 5 units	BUSM 20- 3u	Engl 1A 4 units	Area D 3u

Winter Intersession

Spring Semester

BUSA 8 5u	BUSA 75 1u	Spch1A 4 u

Summer Intersession

YEAR 2

Fall Semester

BUSA 21 4.5u	BUSA 52 3u	Area B 3u	Area C 3u

Winter Intersession

Spring Semester

BUSA 76 1u	Area D 3 u	Area E 3 u	Area C 3u

Summer Intersession

YEAR 3

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

YEAR 4

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

Prerequisites

BUSA 7 - elgbl.Math51; advisory Eng1A

BUSA 8 - BUSA 7

BUSM 20 - elgbl. Eng 68

BUSM 21 – BUSA 8

BUSM 52 – BUSA 8

BUSM 75 – BUSA 7

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LERN 49 & ENGL 67 /15 Units

Accounting, AS

Basic Skills

Lern 48 3u

Math 51 3u

AMLA 41 4u

AMLA 43 4u

YEAR 1

Fall Semester

Lern 49 3u | Engl 67 4u

Winter Intersession

Math 50 3u

Spring Semester

BUSA 7 5 units | Engl 68 4u | BUSM 20- 3u

Summer Intersession

YEAR 2

Engl 1A 4 units | Spch1A 4 u

Fall Semester

BUSA 21 4.5u | BUSA 52 3u | Area B 3u | Area C 3u

Winter Intersession

BUSA 8 5u | BUSA 75 1u

Spring Semester

BUSA 76 1u | Area D 3 u | Area E 3 u | Area C 3u

Summer Intersession

YEAR 3

Fall Semester

Area D 3u

Winter Intersession

Spring Semester

Summer Intersession

YEAR 4

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

Prerequisites

BUSA 7 - elgbl.Math51; advisory Eng1A

BUSA 8 - BUSA 7

BUSM 20 - elgbl. Eng 68

BUSM 21 – BUSA 8

BUSM 52 – BUSA 8

BUSM 75 – BUSA 7

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LERN 49 & ENGL 67 /15 Units

Accounting, AS

Basic Skills

Lern 48 3u

Math 51 3u

AMLA 41 4u

AMLA 43 4u

YEAR 1

Fall Semester

Lern 49 3u | Engl 67 4u

Winter Intersession

Math 50 3u

Spring Semester

BUSA 7 5 units | Engl 68 4u | BUSM 20- 3u

Summer Intersession

YEAR 2

Fall Semester

BUSA 8 5u | Engl 1A 4 units | Area C 3u

Winter Intersession

BUSA 21 4.5u

Spring Semester

BUSA 75 1u | BUSA 52 3u | Area E 3 u | Spch1A 4 u

Summer Intersession

YEAR 3

Fall Semester

Area D 3u | Area D 3 u

Winter Intersession

Area C 3u

Spring Semester

BUSA 76 1u | Area B 3u

Summer Intersession

YEAR 4

Fall Semester

Winter Intersession

Spring Semester

Summer Intersession

Prerequisites

BUSA 7 - elgbl.Math51; advisory Eng1A

BUSA 8 - BUSA 7

BUSM 20 - elgbl. Eng 68

BUSM 21 – BUSA 8

BUSM 52 – BUSA 8

BUSM 75 – BUSA 7

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Mapping Exercise 2 Instructions in 5 Easy Steps!

1. Review the new “Student Scenarios” and your Guided Pathways.

2. Add Basic Skills coursework (PINK 1.5” x 2” Post-its) with the consideration of engaging the student as soon as possible in their chosen career path.

3. Review perquisites and outcomes for the program courses and modify the pathway to include the necessary Basic Skills coursework.

4. Discuss with your group how to most effectively engage the student in curriculum related to their chosen career path to assist in successful program completion.

5. Discuss how Contextualized coursework might enhance student success.

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Questions for Content/Discipline Faculty

1. What are your expectations of students' reading, writing, information literacy, and math skills as they enter your class?

2. What major assignments in your class require reading and writing, information literacy, and/or math skills?

3. What reading, writing, information literacy, and math skills do you feel students need to be successful in your class?

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Questions for Basic Skills Faculty

1. What entry skill do students have at each level of basic skills reading, writing, information literacy, and math?

2. What exit skills do students have at each level of basic skills reading, writing, information literacy, and math?

3. What techniques could content faculty employ to support basic skills students in their courses?

Let's begin!

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Mt. SAC Guided Pathways Prompting Questions

Curricular

Do required or suggested degree and/or certificate course(s) have prerequisites? Eligibility requirements?

Do required English and/or math course(s) have prerequisites? Eligibility requirements?

Are all prerequisites and/or eligibility requirements met by pathway sequence? Still needed?

Does the proposed schedule allow for early access to the cluster? Certificate? Major?

Do general education course recommendations/selections connect to the cluster, certificate, and/or major?

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Scheduling

How often is the course offered? All semesters? Only Spring or Fall? Summer, Winter?

When offered, does the course timing overlap with other degree or certificate courses?

Do any physical (building, lab, equipment etc.) and/or staff (single faculty member teaching both courses, etc) requirements and/or limitations exist which prevent proposed schedule?

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Financial Aid

Does the certificate qualify for financial aid?

Does the pathway plan exceed financial aid limits?

Does the plan include and/or result in excess units which erode the federal aggregate total needed for bachelor's degree?

Are there any other financial aid considerations?

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Student Success

Is the student taking multiple difficult and/or core courses in the same semester?

Is the student taking math and English in the first semester? Same Semester?

Does placement of course in compressed summer and/or winter session support student success?

Are information competency/learning resource courses and/or counseling courses timed/scheduled to support student success in pathway?

Does physical education selection and pathway placement support stress reduction, health, and/or self care?

Which course(s) in the pathway are known to be critical/indicators of overall certificate and/or major success? (Delay and/or failure in passage impacts degree and/or certificate completion.)

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Day 2

- Enjoy Your Lunch! 12:00 – 1:00 p.m.

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Summer Pathways Institute

August 22 & 23, 2016

Day 2

- **Institute Debriefing**
  - *Next Steps*
  - *Survey*
  - *More Cookies!!*

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